Greenfields Community Primary School

2018/19 LONG TERM PLAN/CURRICULUM MAP (Average hours per year are based on 36 weeks per year)

Year 2 Cycle A	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	242	▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Establish children's accurate and speedy word reading skills (Read, Write, Inc. synthetic phonics programme used throughout KS1) ▪ Ensure children listen to and discuss a wide range of stories, poems, plays and information books; inc. whole books ▪ Ensure children read frequently to increase their vocabulary, comprehension and their knowledge across the wider curriculum ▪ Learn that there is not always an obvious connection between the way a word is said and the way it is spelt, inc. different ways of spelling the same sound, the use of 'silent' letters and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in *table* ▪ Develop motor skills so that children can write down ideas that they may be able to compose orally By the beginning of Y3, children should be able to: ▪ read books written at an age-appropriate interest level ▪ read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words ▪ decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. ▪ write down their ideas with a reasonable degree of accuracy and with good sentence punctuation ▪ understand how writing can be different from speech ▪ spell common words correctly, including exception words and other words that they have learnt (see Appendix 1). ▪ spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology ▪ decode unfamiliar words accurately, and need very few repeated experiences of this before they can read it without overt sound-blending					
MATHS	156	▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics	▪ Number & Place Value ▪ Add & Subtract ▪ Measures ▪ Properties of Shapes	▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures ▪ Statistics
SCIENCE	55	WHAT IF PLANTS DIDN'T MAKE SEEDS?	WHAT IF POLAR BEARS WENT TO LIVE AT THE EQUATOR?	Enquiry based Science	FOREST SCHOOL	WHAT IF YOUR HOUSE WASN'T MADE OF BRICKS?	WHAT IF YOU WERE STRANDED ON A DESERT ISLAND?
		Plants	All living things & their habitats			Uses of Everyday Materials	Animals, including Humans
		Working Scientifically					
		▪ Living and non living things ▪ What plants need ▪ Growing from seeds and bulbs	▪ Habitats ▪ Early Food Chains			▪ Use of different everyday materials ▪ Classifying and grouping ▪ Changing materials by bending, etc.	▪ Exercise/healthy living ▪ What animals and humans need to survive ▪ Animals have offspring, which grow to be adults
COMPUTING	30	NT Unit: Finding & Presenting Information ~ introduction to web browsers to explore and search websites safely, collecting and presenting information in graphs, and different ways of sorting and classifying data with databases	NT Unit: Algorithms: Programming with ScratchJr ~ using a block-based programming language to create animations and games. Write and debug algorithms, learn about repeating, and different triggers to create actions	NT Unit: Programming with Logo ~ introduction to the written programming language of Logo. Program the on-screen robot to move and create drawings using repeat commands and procedures	NT Unit: An Introduction to Animation ~ introduction to both 2D and stop frame animation and different tools for creating both	NT Unit: Making Multimedia Stories ~ writing and creating stories, then bringing them to life with sound and animation	NT Unit: Beginning to Present ~ introduction to making interactive linear and nonlinear presentations and quizzes

ENQUIRY QUESTION	150	WHAT IF YOU MADE A BOOK ALL ABOUT YOU? ART & DESIGN Observational drawing	WHAT IF MEERKATS WENT TO LIVE AT THE NORTH POLE? GEOGRAPHY Weather in hot and cold countries	WHAT IF YOU WERE FAMOUS? HISTORY Significant Events linked to Local People	WHAT IF THERE WAS NO FIRE? HISTORY Great Fire of London & Great Fire of Newcastle	WHAT IF YOU COULD DESIGN YOUR PERFECT HOUSE? GEOGRAPHY Homes in different countries	WHAT IF YOU LIVED BESIDE THE SEASIDE? GEOGRAPHY Countries & Continents, Seas & Oceans
HISTORY	*30*			▪ Significant historical events, people and places in own locality, e.g. Grace Darling, George Stephenson, Lord Armstrong, etc.	▪ Events beyond living memory that are significant nationally or globally ▪ Link with local history where appropriate		
GEOGRAPHY	*30*		▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles			▪ Use basic geographical vocabulary to refer to: - key physical features, e.g.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, e.g.: city, town, village, house, office, port, farm, harbour, shop, factory	▪ Name and locate the world's 7 continents and 5 oceans ▪ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas ▪ Use world maps, atlases and globes to identify countries, continents and oceans
ART & DESIGN	*30*	▪ The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	▪ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		▪ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	▪ use a range of materials creatively to design and make products	▪ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
DESIGN & TECHNOLOGY	*30*	▪ generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ understand where food comes from	▪ explore/use mechanisms (e.g., levers, sliders, wheels and axles), in their products. ▪ evaluate their ideas and products against design criteria	▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	▪ select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) ▪ select from/use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ build structures, explore making them stronger, stiffer and more stable	▪ select from/use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from ▪ explore/evaluate a range of existing products

MUSIC	*30*	▪ play tuned and untuned instruments musically	▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.	▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes		▪ listen with concentration and understanding to a range of high-quality live and recorded music	
RE	39	What is important to you? ******** Harvest Thanksgiving	Festivals of Light ******** Why is light important in Judaism?	Why is Moses important to the Jewish people?	How can a book be precious? ******** Easter celebrations	What do Christians and Jews believe about creation?	What can we learn about Judaism from a synagogue?
PSHE education	18	New beginnings ******** Keeping Safe	Getting on & Falling out ******** Anti-bullying	Going for Goals ******** Healthy Eating & Drugs Education	Good to be me ******** Learning Styles (SMARTs)	Relationships ******** Relationships & Sex Education	Changes ******** Emotional Health & Wellbeing
		▪ take and share responsibility [e.g. for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] ▪ feel positive about themselves [e.g. by having their achievements recognised and by being given positive feedback about themselves] ▪ take part in discussions [e.g. talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] ▪ make real choices [e.g. between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly] ▪ meet and talk with people [e.g. with outside visitors such as religious leaders, police officers, the school nurse] ▪ develop relationships through work and play [e.g. by sharing equipment with other pupils or their friends in a group task] ▪ consider social and moral dilemmas that they come across in everyday life [e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] ▪ ask for help [e.g. from family and friends, midday supervisors, older pupils, the police].					
PE	72	Net/ wall Footwork, special awareness, movement, attack, defend	Invasion Passing, communication, special awareness	Ball skills Invasion – throwing, catching, co-ordination, running with a ball	Net/wall Co-ordination, striking, returning a pass	Multi-skills	Multi sports Striking & Fielding
		▪ Participate in team games, developing simple tactics for attacking and defending	▪ Participate in team games, developing simple tactics for attacking and defending	▪ Develop balance, agility and coordination and apply them in a range of activities	▪ Develop balance, agility and coordination and apply them in a range of activities	▪ Develop balance, agility and coordination and apply them in a range of activities	▪ Participate in team games, developing simple tactics for attacking and defending
		Dance Play - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Gymnastics Floor work – Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Dance Sequencing - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Gymnastics Apparatus - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina	Athletics Running, jumping, throwing & catching	Circuit training Fitness activities, circuits, skipping challenges etc.
		▪ Perform dances using simple movement patterns	▪ Develop balance, agility and co-ordination and apply them in a range of activities	▪ Perform dances using simple movement patterns	▪ Develop balance, agility and co-ordination and apply them in a range of activities	▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities	▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities
FRENCH	18	North Tyneside scheme Unit 3 (Ma Famille)		North Tyneside scheme Unit 3 (Ma Famille) & Unit 4		North Tyneside scheme Unit 4	